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# USAID Vietnam Inclusion of Vietnamese with Disabilities Fiscal Year 2015 –Q1 Performance Report

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## **Inclusion of Vietnamese with Disabilities**

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## Acronyms and Abbreviations

CRS	Catholic Relief Services
DOLISA	Department of Labour, Invalids and Social Affairs
DPO	Disabled People's Organization
ESTIH	Hanoi College of Information Technology
GBV	Gender-based Violence
HCMC	Ho Chi Minh City
ICT	Information and communication technology
IT	Information Technology
ITTP	Information Technology Training Program
IVWD	Inclusion of Vietnamese with Disabilities
JAWS	Job Access with Speech
MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids and Social Affairs
NDC	Nguyen Dinh Chieu
NVDA	NonVisual Desktop Access
NIES	Vietnam Institute of Education Sciences
PMU	Project Management Unit
PWD	Persons with Disabilities
TOR	Terms of Reference
TOT	Training of Trainers
TTS	Text to speech software
UDA	Dong A University
USAID	United States Agency for International Development
USG	US Government
VFD	Vietnam Federation on Disability
VLU	Van Lang University
VNAH	Vietnam Assistance for the Handicapped

## **I. EXECUTIVE SUMMARY**

### **Qualitative Impact**

In Quarter I of FY 2015, CRS and central partner of Ministry of Education and Training launched the pilot for all ICT tools to students and teachers at schools and centres. CRS and MOET conducted 14 training classes in distance learning, how to use video lectures to support children with hearing impairment, use of software to support text to speech, and screen reader for students with visual impairment in Hanoi, HCMC, Ninh Binh, Quang Binh and Lam Dong provinces. In total, 495 students, teachers, parents and others participated in these training classes.

CRS and MOET organized five training courses in text to speech and screen reader software. The objective of the training was to support persons and students with visual impairment to access and enhance their learning opportunities and results

ESTIH opened a new training course coded with DHKT02. A total of 21 students (8 male, 13 female) were reenrolled in October 2015. ESTIH continues to collaborate with key businesses such as Esoftflow, Pixel, Kloon and Phuc Thien Jewelry Company promote their support of students through curriculum design, internships and recruitment. Meanwhile, VLU already recruited 39 students (22 male, 17 female) for two training courses in graphic design coded with GD39 and GD40.

Also during this period, VLU organized graduation ceremony for 39 students (18 male, 21 female) out of a total of 43 students of 2 classes. VLU and CRS continue to work with businesses for job linkages for students in the following quarter.

To improved employment situation, CRS collaborated with Pixel Company, a business which has previously assisted ESTIH to recruit 19 ITTP students. CRS and Pixel provided refresher training for some ITTP graduates from UDA training courses in order to directly link with Pixel job opportunities. Thirteen students (8 male, 5 female) were selected to participate in the training course, focusing on practical graphic design skills. After two months of re-training, Pixel hired six students immediately while opening opportunities for others in the coming periods when Pixel can expand its business scope. CRS and UDA also conducted an employment workshop linked with a job fair on December 20, 2014. In result of the job fair, 4 out of 6 students (01 male, 03 females) were immediately hired with Tam Thien group. An additional 26 students sent applications to five companies, Hoa Sao, Kim Cuong, Minh Phuc, Tam Thien and Thanh Thu Bakery. CRS and UDA will continue to follow up with these businesses about the results.

CRS continued collaborating with VBPO, a business providing data entry and analysis opportunities for PWDs. In the reporting period, 11 students (5 male, 6 female) received training in data outsourcing to prepare them for employment with VBPO. Through reports, discussions with VBPO, it is quite positive that these students have made high progress and high potentiality for jobs with VBPO after completion in March 2015.

Sixty ITTP graduates (44 male, 16 female) responded to the alumni survey this quarter. Thirty-eight students (29 male, 9 female) reported that they have jobs, improving last quarter's employment rate of 37% to 63% this quarter.

This quarter, CRS continued discussions with all three ITTP school partners about transitional and sustainability plans. As reported previously, the VLU project management board is committed to continue ITTP for both inclusive education and special class trainings. Because VLU is in the process of converting from a community university into a private university, VLU must restructure university management and development strategy, including personnel. VLU is also in the process of building a new campus which is more modern and inclusive with carefully designed ramps and accessibility for persons with disabilities.

Importantly, VLU would also like to strategize further ITTP programming based on the evaluation of achievements and lessons learned related to curriculum, recruitment, networking with businesses in order to design responsive trainings. In result, the VLU board of management will pause ITTP while restructuring and assessing ITTP. CRS conducted two meetings with the president of VLU and project management team to discuss ideas for the transition plan in November 2015. CRS will follow up further with department of international relations and president of VLU on specific steps for internal evaluation and transition plan.

ESTIH showed clear commitment in sustaining the ITTP activity. ESTIH has raised funds in the previous quarter and continues to collaborate with businesses to tailor training courses linked with employment opportunities. CRS and ESTIH will have another meeting to outline detailed activity plans and steps for the ITTP in January 2015.

UDA is committed to the sustainability of ITTP. UDA will continue to recruit of persons with disabilities into the regular training courses. The UDA management board has also confirmed that they will support the inclusion of students with disabilities through regular training courses by providing tuition exemption or scholarships.

### **Quantitative Impact**

- 60 new ITTP students enrolled ((30 male and 30 female -courses GD39, GD3+ and DH02KT)
- 57 ITTP students completed training (UDA class ITTP6 and VLU classes GD37 + GD38)
- 82 ITTP students received GBV and soft skill training.
- The employment rate increased to 63% through the alumni survey respondents of which 71% of ITTP graduates found employment or paid internships within 6 months of graduation; and 58% of ITTP graduates found employment or paid internships 12 months after graduation;
- 2930 school management staff, teachers, parents and members from associations of persons who are blind participated in the ICT tool training of whom 14 participants (5 males and 9 females) ever benefited from the pre-pilot assessment activity in the previous quarter.
- 202 students (106 males and 96 females) participated in the trainings on distance learning model pilot, NVDA and VOST, TTS video lectures; of which 27 students ever attended the pre-pilot assessment during the last quarter (17 males, 10 females)
- 108 additional participants (including schools, associations, DOET, DPOs) attended trainings on distance learning model pilot, NVDA and VOST, TTS video lectures to support and disseminate the knowledge acquired to vulnerable people or their children.

**Next Quarter's Work Plan** *Please refer to the FY 2015 Work Plan submitted as well as a summary table in Section V.*

After a range of training courses for students, teachers and parents, CRS and MOET will focus on providing technical guidance for the ICT pilots at the school level. CRS will also focus on the on-going collection of data and feedback. CRS and MOET will analyse feedback from students and teachers and determine if an upgrade to the distance learning website is necessary. CRS and MOET will also expand the training courses to some new provinces outside the scope of the workplan (QuangNam, QuangTri, DongThap, HaiDuong, ThaiNguyen)

Next quarter, CRS and ITTP school partners will focus on completion of recruitment and training for ITTP students in VLU and ESTIH. CRS will strengthen business linkages in Danang by conducting employment workshops. CRS and school partners will also promote employment opportunities for ITTP graduates through regular contacts with businesses as well as conducting job fairs for ITTP students.

Detailed summary table of the project activities for the next quarter are presented Section V.

## **II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)**

### **ITTP activities**

ESTIH

#### ***Graduation***

ESTIH and CRS completed the recruitment of 21 students (13 female and 8 male) for the training course in graphic design coded with DH02KT in October 2014. Through the recruitment process, it is clear that most of students were introduced through alumni network (11 out of 21 students). Other students knew about the program through DPO network or reading information from internet. ESTIH continues to collaborate with key businesses such as Pixel and Esoftflow to identify important practical graphic design skills and to encourage students to reinforce these skills during the training process.

#### ***Business exposure visit***

To provide students with a practical view of the kinds of jobs working environment, the school organized an exposure visit with Esoftflow Company. CRS supported with transportation costs for 20 students (13 male and 7 female). The detailed and specific information of the company was shared, such as professional activity field, employment demands/needs, the development trends of the market, and regimes of the company. The students also visited the company workshop and spoke with several employees. The students even spoke with alumni of the previous courses. Through this visit, the students were more confident in their abilities to apply and maintain jobs in the formal workforce.

#### ***Alumni strengthening and social network***

After formal establishment of the alumni representative board, the ITTP alumni from ESTIH have actively shared ITTP information, opportunities and work experience through their website and Facebook page. One of the alumni board members participated in the Asian Pacific Forum for Persons with Disabilities (APDF) held in Hanoi in November 2014. The alum shared his experience with other youths with disabilities and encouraged them to join networks of persons with disabilities.

ESTIH conducted a social exchange meeting on the occasion of International Day of Persons with Disabilities (December 3rd). The objective of the meeting was to enhance new ITTP student understanding of the rights and abilities of persons with disabilities and to build up their social confidence. In addition to the ITTP students, other participants attended from ESTIH staff, Vietnam National Coal - Mineral Industries Group, Vinacomin, Aprotain, Aptek company, Hi language School, Aprotrain Aptek company, English teachers (of American citizenship) and Malaysian students who are working and studying in Viet Nam. ESTIH invited a Malaysian family who also has a child with disability to come and share about their experience in overcoming barriers. ITTP students also improved their English skills by joining the conversation directly with the family. As a result of their participation in the event, representatives of Aprotrain Aptek Company are considering providing scholarships to the students of the program.

Also on the occasion of the International Disability Day, ESTIH participated in the job fair organized by Hanoi Center for Employment introduction. Because not many IT businesses participated in this job fair, CRS and ESTIH plan to organize a job fair separately for IT businesses for ITTP students in collaboration with Hanoi DOLISA and the Hanoi center in the following quarter.

ESTIH has also identified two approaches to continue ITTP programming. First, ESTIH will continue to provide free tuition to students enrolling in regular training courses. ESTIH will explore funding opportunities through businesses, individuals, and alumni to raise funds. During the previous quarter, ESTIH raised US\$6,000 for this activity. ESTIH and CRS will meet in January 2015 to have detailed outline of the plan and continue fundraising, especially from the ESTIH alumni network to continue the ITTP activities.

## **UDA**

### ***Graduation***

Nine students (5 male and 4 female) out of thirteen from the last ITTP training course (ITTP06) in graphic design graduated with certificates. Five graduates (3 male and 2 female) were immediately hired by TamThien group in Danang and with Pixel company in Hanoi. During this period, UDA also created opportunities for ITTP graduates to retake the graduation exam if they did not pass the first time. The graduates will still have the opportunity to earn the graduation certificate. In total, 34 students from different training courses (19 males and 15 females) got graduation certificate in December 2014.

### ***Business linkages and employment***

To improve the employment situation for ITTP graduates, CRS collaborated with Pixel Company. Pixel outsources graphic design services in Hanoi and has recruited 19 ITTP students from ESTIH and VLU. CRS and Pixel interviewed 20 graduates participated and Pixel selected 13 students to be trained on practical graphic design in Corel and Photoshop programs. After two months of training, Pixel tested their skills and hired 6 students for the first stage. These students can work from home but they can also share tasks from the company during the high season. Pixel company director, Mr. Nguyen Duc Minh encouraged the remaining students to keep regular contact with the company so when he expands his business, he can offer job opportunities to them. Mr. Nguyen anticipates additional opportunities in 2015.

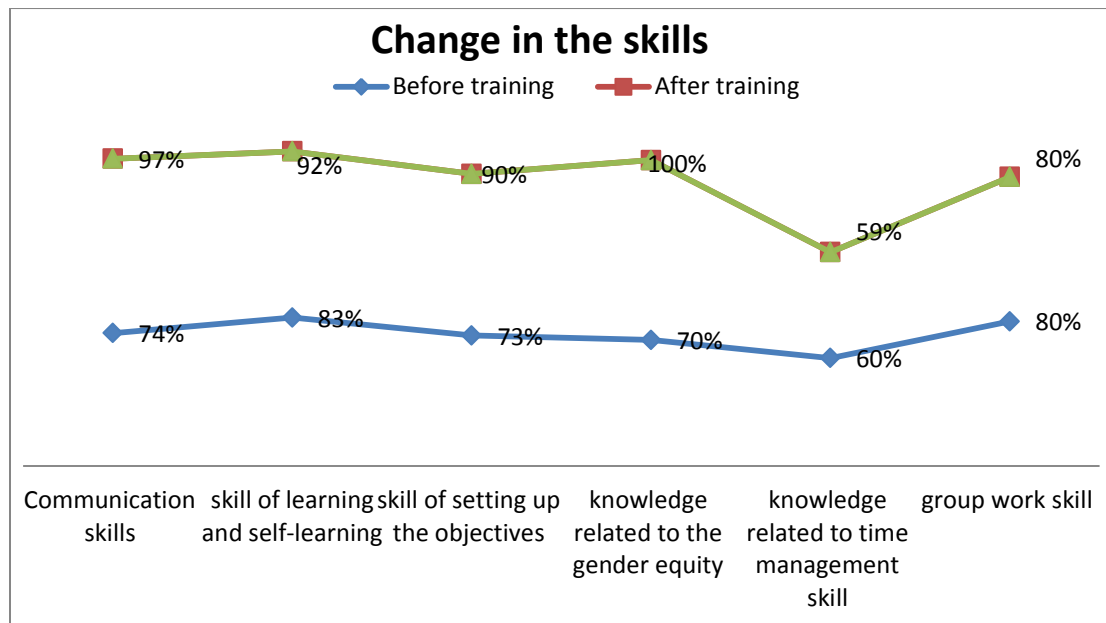
Also during this quarter, CRS and UDA strengthened business linkages by organizing an employment workshop complementing a job fair in December 2014. Twenty-one participants from 16 companies (OneDana, TamThien group, SaoHoa group, MinhThu Bakery, MinhPhuc company etc) and Danang governmental agencies (DOLISA, DOFA, VCCI) attended and showed an interest in supporting and recruiting students with disabilities. Representative from VCCI, branch in Danang gave a presentation on corporate social responsibilities (CSR) and how Vietnamese businesses should catch up with this international trend in recruiting persons with disabilities. He particularly emphasized the importance and value of recruiting staff with disabilities since it demonstrates the high standard and effectiveness of businesses. During this workshop and job fair, students listened to personal experiences from the leader of MinhThu Bakery. Her experience in overcoming barriers and starting a bakery that has now become famous in Danang. 17 students (12 males, 5 females) sent 26 applications to five businesses. The five businesses were: Cuong Communications JS Company, Hoa Sao Group, Thanh Thu Bakery, Minh Phuoc Co., Ltd., Tam Thien Co., Ltd. After one week, at least four students (03 males, 01 female) were offered jobs. CRS and UDA are following up with businesses about the employment situation and determine future support. One challenge is that some businesses such as HoaSao group prefer to recruit staff with college level certificate while majority of ITTP students just finished high school and attended ITTP training course.

### ***Soft skill improvement***

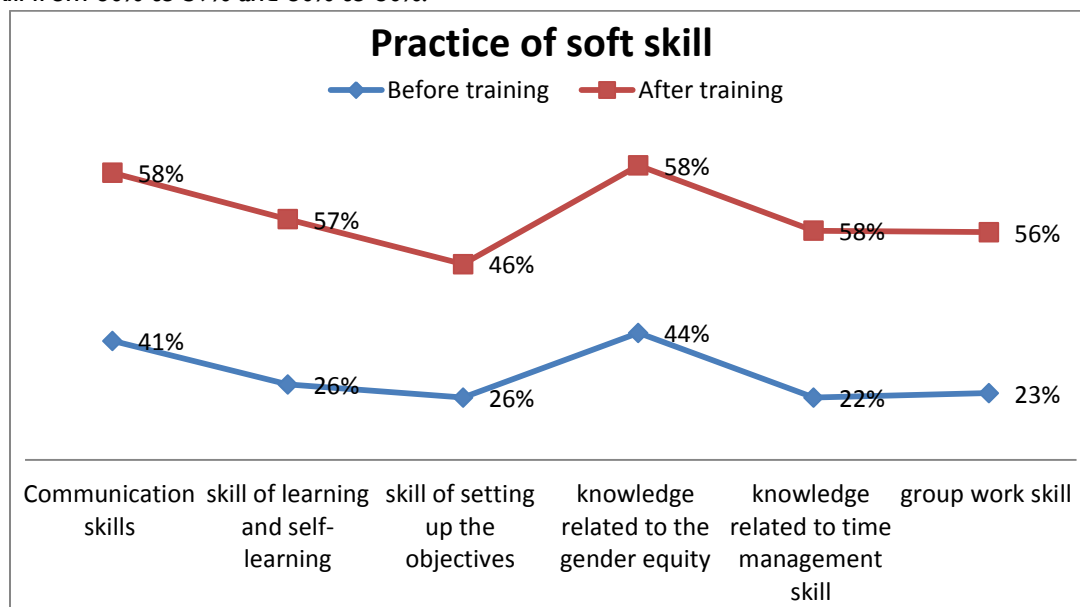
Reviewing the alumni survey relating to changes in soft skills among ITTP students, CRS recognized that survey form did not capture the changes adequately. Therefore, CRS revised the survey and conducted an assessment among 24 students who participated from re-training course with Pixel and participated in training course with VBPO in data outsourcing and analysis in Danang. Based on results of the assessment, CRS and UDA collaborated with REACH organization (a local organization providing employment and softskill training for disadvantaged youths) to conduct 2 day training in UDA. In total 18 students (11 males



and 7 females) participated in the training and showed positive changes. Details are presented through the following graphics:



Result of evaluation on the changes in the skills (conducted before and after the training) revealed that the communications skills increased from 74% (before the training) to 97% (after the training), skill of learning and self-learning from 83% to 92%, skill of setting up the objectives from 73% to 90%, knowledge related to the gender equity from 70% to 100%. However, there is a slight decrease in time management skill and group work skill from 60% to 59% and 80% to 80%.



Regarding the practice of soft skill, the communications skill gets an increase from 41% to 58%, students change their team work skill from 23% to 56%, skill of learning and self-learning from 26% to 57%, skill of setting up the objectives from 22% to 46%, time management skill get an increase from 22% to 58% and knowledge related to the gender equity practice from 44% to 58%.

After the training, the students are equipped with the most basic knowledge of the soft skills. The students also believe that such knowledge and skills shall be applied to the work and life in the future. Students also expressed their interest in longer period of training so they will have more time for practice with colleagues.

### ***Alumni network strengthening***

To formalize the ITTP alumni network from UDA, CRS and UDA organized an alumni workshop with participations of 58 students including those who returned to work in QuangBinh, QuangTri or GiaLai provinces. Students were enthusiastic to share any experience and recommendations to the ITTP program. Some students also recommended making the training curriculum more focused so they can meet the demand of in-depth knowledge required by some companies. CRS and UDA also facilitated the discussion and voting for the key representative group, who can give more frequent voluntary support to ITTP UDA alumni such as linkages among members, update the information and sharing on website or through Facebook or mailing group. Alumni members selected 09 members and voted for 07 members. CRS also shared information about ITTP alumni networks from VLU and ESTIH and strongly encourage to network as one ITTP alumni to promote sharing and support.

## **VLU**

### ***Recruitment and opening of the new training courses***

VLU and CRS conducted the recruitment of new ITTP students for new training course in graphic design (coded GD39) with total of 19 students (12 males and 7 females). Through the recruitment interview, most students learned about the course from the ITTP alumni. Some students even worked before the ITTP training course, however they do not have stable job. Additionally, they are very interested in IT, therefore they want to pursue their career with IT. VLU organized the opening event for the training course on November 7<sup>th</sup> 2014 with participation of new students, existing students, some parents, representatives from HCMC DOLISA, HCM DoET, businesses and other individuals who support ITTP students. One individual presented some gifts (notebooks and thumb drives) to students with encouragement.

### ***Graduation***

On December 15<sup>th</sup> 2014 VLU and CRS organized the graduation ceremony and granted certificates conferred to 39 (out of 43 students) graduates from training class coded with GD37 (9 male, 13 female) and training coded with GD38 (9 male and 8 female). 4 among 43 above students (including 3 male and 1 female of class GD38), who have not finished the course, shall retake the graduation tests for graduation later. Students demonstrated their excitement and happiness receiving certificate, especially those who have hearing impairment since they did not have this experience in their life yet.

### ***Business exposure and linkages***

To promote understanding of working environment and practical work, VLU organized two exposure visits for students from the existing training courses (coded with GD37 and GD38) to Quang Trung Software Park and at Workshop of Fashion Garment Company within Bien Hoa Industrial Zone in Dong Nai which are very active in creating the jobs for ITTP students. To date, a total of nearly 20 ITTP alumni are working in Quang Trung Software Park and 2 ITTP alumni are working Bien Hoa Industrial Zone in Dong Nai. VLU also worked with these businesses to get their real products for students to practice with their graphic design skills.

### ***Soft skill enhancement***

VLU mainstreamed the soft skill training in their ITTP curriculum. During this period, 43 students from training classes coded with GD37 (9 males and 13 females) and GD38 (12 males and 9 females) received soft skill training by VLU teachers, especially in communication skill, how to work in teamwork and job application.

On the occasion of International Day of People with Disability (3 December), VLU organized an exposure trip for students to participate in the social event organized by HCM DOLISA in SuoiTien amusement Park. Students had chance to exchange experience with other groups of persons with disabilities and organizations of persons with disabilities in HCMC and neighbouring areas. More importantly, through this event students have better understanding of their abilities, their roles and how they should be more confident after seeing successes and confidence of other adults with disabilities around.

### **ICT activities**

During this quarter, CRS and MOET organized a number of training courses in ICTs for students, teachers, parents and other members from associations of blind people and other centers. MOET leaders and staff have demonstrated greater involvement and support to launch ICT tools to local level as well as expand its pilot to other locations than the four focuses provinces of Hanoi, NinhBinh, QuangBinh and HCMC (as mentioned in the previous reports). In total, 203 students participated in all training classes in ICT tools which include distant learning, software to support reading from screen and from text to speech as well as video lecturers. Out of these students, 203 students (107 males, 96 females) are newly benefiting from the project training. 280 service providers including teachers, educational managers, parents and members from DPOs and associations of persons with visual impairment also benefited from ICT training classes in NinhBinh, Hanoi, QuangBinh, HoChiMinh city and LamDong province during this period.

The following describes additional activities that pertained to the specific ICT components:

### **Distance learning**

CRS and MOET have organized 09 training classes with total of 252 participants (145 students-75 male, 70 females, and 77 teachers, educational managers (30 males and 47 females and 30 parents (18 males, 12 females) in Hanoi, QuangBinh province and in LamDong province. In total, 12 schools, centers and associations received training in distant learning from project in order to support students during their learning process later on.

141 students (75 male and 70 female) out of 145 students (who attended the training) continued to participate in the distance learning. Of the registered students, 44 are visually impaired; 91 are hearing impaired and six are mobility impaired. In addition to strong efforts to succeed by the students, the teachers/instructors are especially enthusiastic and show their care of the student's needs. The general equipment and facilities for the practice meet the needs sufficiently.

To prepare for the classes, CRS and MOET worked closely with the technical consultant group and local schools to outline the detailed requirements of facilities and equipment (including computer and software) for the training ahead of time. The classes were mostly focused on practical exercises with hands-on instructions from trainers/facilities. Teachers and parents had several separate sessions to learn about the curriculum for these e-lessons and methods of supporting children with disabilities.

Through the training, CRS and MOET recognized that this was the first time many students had access to computers. The majority of students were registered in the distance learning with a nearby educational center or special school where they can receive on-site support from local teachers. For example, all the blind children in LamDong prefer to take part in learning in the association for the blind and in schools with some sessions per week. Unfortunately, the facility and computer conditions in these schools/centers, especially in rural areas such as QuangBinh, are very poor. Therefore, minimum support with computers and associated devices is very important to support their learning and participation.

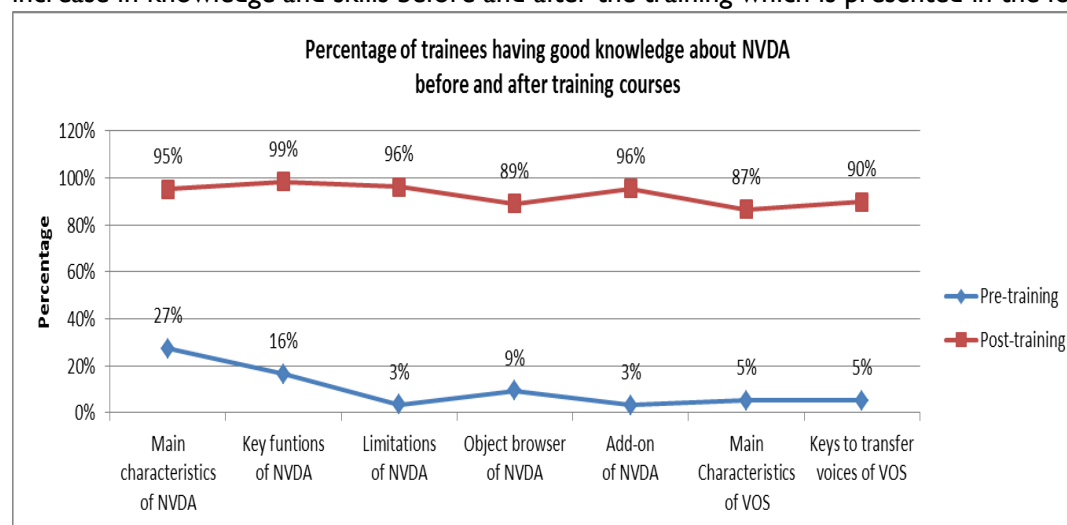
The students face some difficulties such as having no Skype account for practice, insufficient equipment for online learning (Webcam and headphone in Thuy An center). Moreover, because the students are completely new to distance learning they need time to familiarize themselves with the computer and the applications.

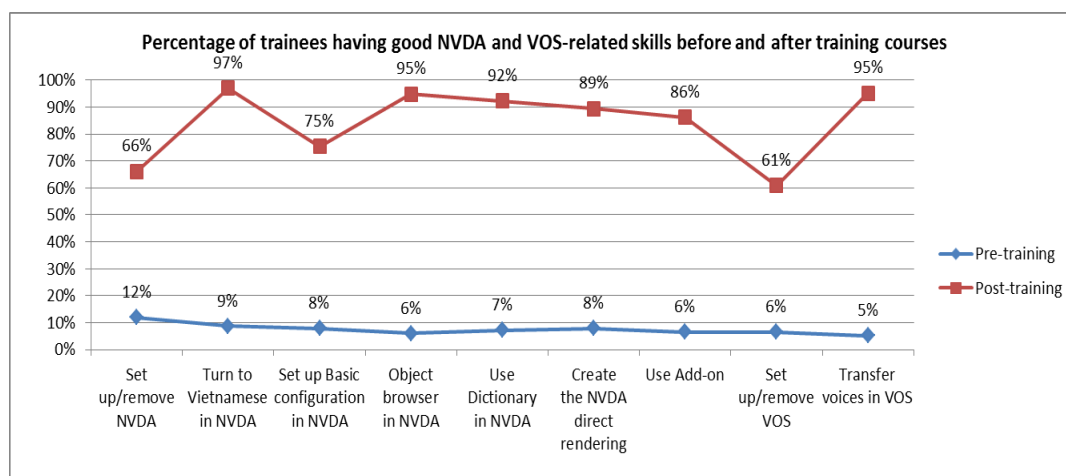
Students also shared a number of reasons why they want to participate in the distant learning pilot. They really want to network with other friends so they can share life experience, to learn IT and using computers to promote their further learning opportunities; to improve their learning and academic skills etc. Students also shared their recommendations of being supported with computers; having opportunities to learn more apart from the two piloted subjects of IT and Philology and with other grade curriculum etc.

Following the training, CRS and MOET worked closely with the technical consultant group to monitor and provide support to students during pilot process.

### ***Text-to-Speech Technology***

MOET and CRS organized five training courses in the use of text to speech and screen reader (NVDA) software. Trainings were conducted for both students with visual impairment and teachers from schools and blind associations (02 training courses in Hanoi, 01 training course in NinhBinh, 01 in HCMC and 01 in QuangBinh province). In total, 30 students (20 males and 10 females) and 130 (75 male and 55 female) teachers and other IT staff from schools and blind associations in these locations participated in the training. Students and teachers had opportunities to access to the improved quality software of text to speech (TTS with the existing name of VOS) and open source NVDA screen reader software. Through the pre and post training assessment, students and teachers demonstrated that they learned the functions and advantages of the upgraded software of text to speech and NVDA. There are high increase in knowledge and skills before and after the training which is presented in the following chart.



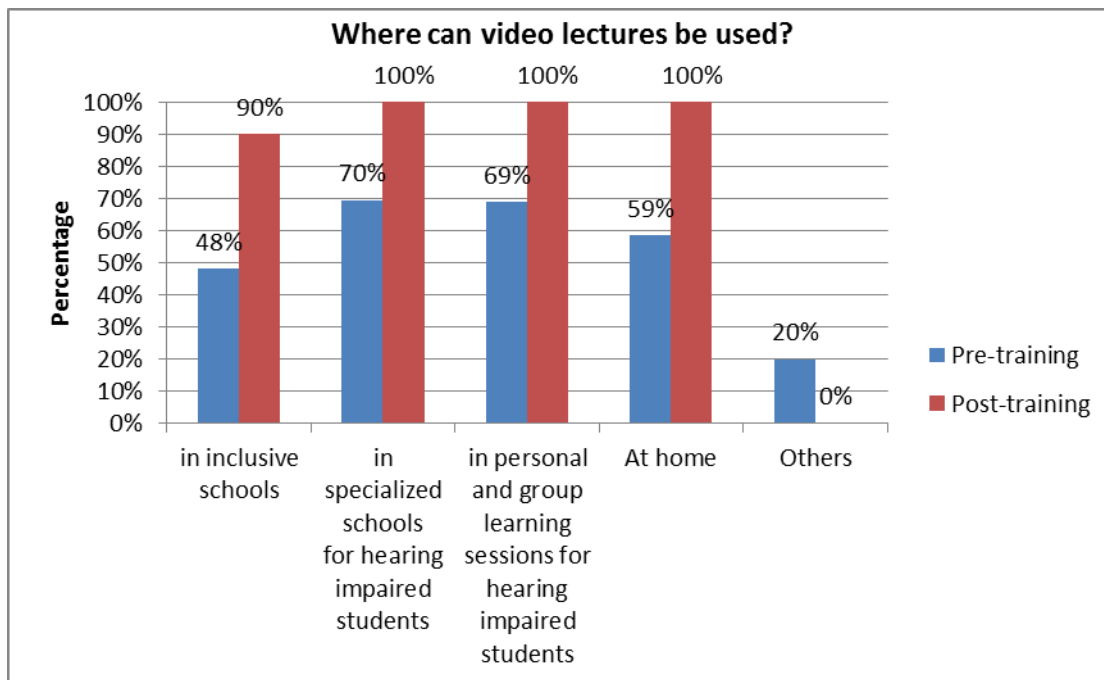


Through introduction of the NVDA (screen reader software), most of teachers and students find it very useful and convenient because students can easily install this software by using a thumb drive compared to the existing licensed screen reader software of JAWs which require professional installment for use. It will enhance opportunities for especially high school students when they have to be flexible in using computers either at schools, library or at home.

Over this period, the project has provided training to students from Hanoi, teachers from Hanoi, NinhBinh and QuangBinh, and IT teachers and key members of the blind associations from Hanoi, NinhBinh and QuangBinh because blind associations play key functions in supporting the inclusion of children who are blind in education. They will also disseminate to other members who will also benefit and support to the education of children who are blind.

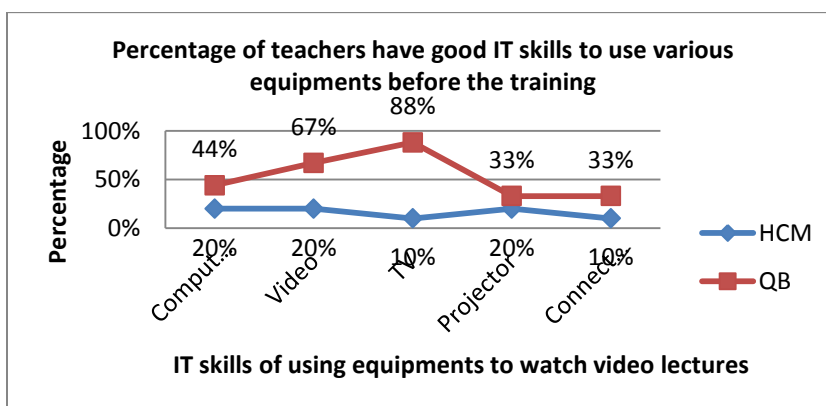
### ***Video Lectures with Sign Language Interpretation***

27 students (11 males, 16 females), 40 teachers and educational managers (12 males, 28 females), and 16 parents (6 males and 10 females) from HCMC and QuangBinh received training on how to use video lectures with sign language interpretation. The objective of the training was for participants to be equipped to support deaf students learn Math and Vietnamese at grade 5 level. Students and teachers from Hanoi and Ninh Binh will receive these training classes in the following quarter. Through the pre and post assessment of the training, it shows that both students and teachers are quite excited about the video because it provides not only text for lessons but also provide visual aids on screen and supported with sign language interpretation through the video, helping teachers to have more attractive instructions to their children (in QuangBinh). Teachers and students believe that these video lectures help students to be more engaged through practice lessons which are designed under forms of games or quiz (in HCMC). There are changes in knowledge of how these video lectures can be used and how it supports the learning of children who are deaf.

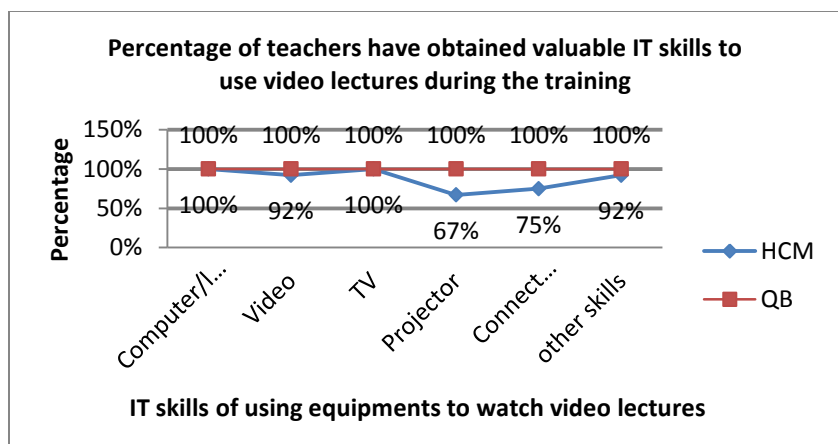


Before the training, only 56% of teachers in QuangBinh and 40% of teachers in Hanoi believe that the video lectures can be used in inclusive schools. After the training, 88% of teachers in QuangBinh believed that the video lectures could be used. After the training, 67% (QuangBinh) and 50% (in HCMC) to 100% of teachers believe that these videos can be used at home to support students' learning. In summary, 88% of participants (QuangBinh) and 100% (in HCM) are very satisfied with the training.

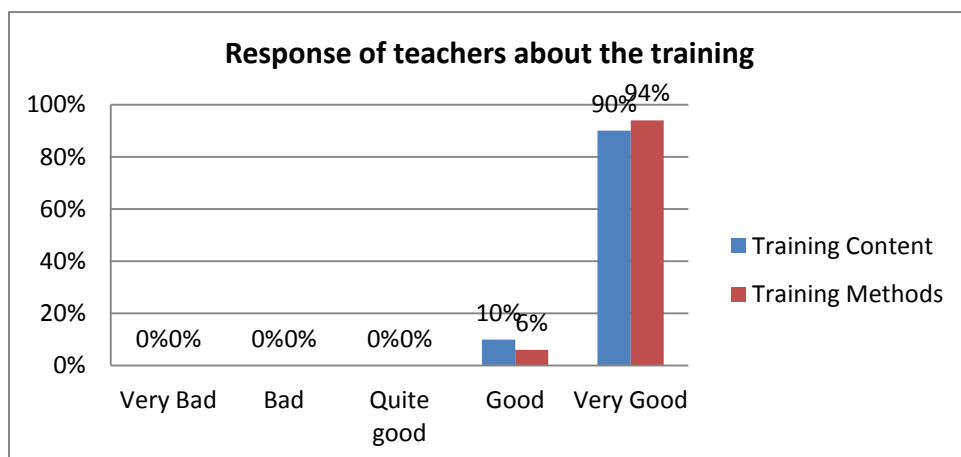
CRS and MOET will provide training in using video lectures for teachers, students and parents in NinhBinh and Hanoi in the following quarter.



(Percentages of teachers show their changes in IT skills for using video lecture before the training in QuangBinh and HoChiMinh city)



(Percentages of teachers show their changes in IT skills for using video lecture after the training in QuangBinh and HoChiMinh city)



In summary, the majority of teachers highly regarded the training content and methods used.

### III. PROGRAM PROGRESS (Quantitative Impact)

I.

INDICATOR TITLE: NUMBER OF VULNERABLE PEOPLE BENEFITTING FROM USG-SUPPORTED SOCIAL SERVICES													
UNIT: Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)												
	Geographic Location	Event				Date		W	M	Sub-total			
	HN	DH02KT course				Oct 2014		13	8	21			
	Danang	Re-training course in graphic design by Pixel				Dec 2014		6	7	13			
	HCM	Training course GD39				Nov 2014		7	12	19			
		Training course GD3+				Dec 2014		10	10	20			
	Ninh Binh	NVDA & VOS training for teachers and members from NinhBinh blind associations				2 – 5 Dec 2014		2	4	6			
	Quang Binh	Video training for impaired hearing students				10 – 12 Dec 2014		6	6	12			
		Training on TTS & NVDA software for the disabled				9 – 12 Dec 2014		5	11	16			
		Distant learning model training				5 - 9 Nov 2014		16	24	40			
	HCM	Video training for impaired hearing students				4 – 6 Dec 2014		10	5	15			
	HN	Training (stage 2) on distant learning pilot model implementation for the disabled				28 Nov – 1 Dec 2014		27	22	49			
		Training on TTS & NVDA software for the disabled				16 – 19 Dec 2014		3	5	8			
		Distant learning model training				29 Oct – 2 Nov 2014		22	13	35			
	LD	Distant learning model training				27 - 29 Dec 2014		5	16	21			
		Total						132	143	275			
	Results:												
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		FY2013 Achieved		FY 2014 Achieved		Reporting Period Q1/2015		FY 2015 Target		End of Project Target		
							Achieved						
			Achieved		Achieved				Target		Target		
	W	M	W	M	W	M	W	M	W	M	W	M	
Gender: Women (W), Men (M)	0	0	89	161	134	186	132	143	190	288	413	635	

Out of 275 participants benefit from project activities during this quarter, 13 ITTP students were attending project activities in the previous reporting period. They received additional training with Pixel Company for specific jobs with Pixel. Last quarter, 27 students out of the 272 participated in the pre-pilot assessment of distance learning, however, it was the first time the students learned how to use the distance learning website and e-learning materials during this reporting period. Therefore, a total of 235 unique participants benefited from project activities during this period.



2.

INDICATOR TITLE: <b>NUMBER OF SERVICE PROVIDERS TRAINED WHO SERVE VULNERABLE PERSONS</b> <a href="#">[TDHI]</a>													
UNIT:  Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)												
	Geographic Location		Event				Date		W	M	Sub-total		
	Ninh Binh		NVDA & VOS training				2 – 5 Dec 2014		5	11	16		
	QB		Video training for impaired hearing students				10 – 12 Dec 2014		14	7	21		
			Training on TTS & NVDA software for the disabled				9 – 12 Dec 2014		11	20	31		
			Distant learning model training				5 - 9 Nov 2014		35	32	67		
	HCM		Video training for impaired hearing students				4 – 6 Dec 2014		24	11	35		
			Training on TTS & NVDA software for the disabled				7 – 10 Dec 2014		12	12	24		
	HN		Training on TTS & NVDA software for the disabled				2 – 5 Dec 2014		12	13	25		
			Training on TTS & NVDA software for the disabled				16 – 19 Dec 2014		15	19	34		
			Training (stage 2) on distant learning pilot model implementation for the disabled				28 Nov – 1 Dec 2014		6	2	8		
			Distant learning model training				29 Oct – 2 Nov 2014		14	10	24		
	Lam Dong		Training in distant learning for teachers and members from Lam Dong blind association				Dec 27-29, 2014		4	4	8		
							Total		152	141	293		
	Results:												
<b>Additional Criteria</b> If other criteria are important, add lines for setting targets and tracking	Baseline		FY2013 Achieved		FY 2014 Achieved		Reporting Period Q1/2015		FY 2015 Target		End of Project Target		
			Achieved		Achieved		Achieved		Target		Target		
	W	M	W	M	W	M	W	M	W	M	W	M	
Gender: Women (W), Men (M)	0	0	54	16	71	49	152	141	94	94	219	159	

Among 293 service providers (teachers, parents and other members of DPOs or blind associations), 14 teachers once had access to information relating to the distance learning model through the pre-pilot assessment, however it was the first time for them to learn from using distant learning, how to use video lectures and software of text to speech and screen reader to support the learning of children with disabilities. Therefore, 279 new service providers (teachers, parents, members) supported children with disabilities in their education. In this quarter alone, CRS exceeded the FY15 target and has also overachieved the end of project target.

3.

INDICATOR TITLE: NUMBER OF USG-ASSISTED ORGANIZATIONS AND SERVICE DELIVERY SYSTEMS STRENGTHENED WHO SERVE VULNERABLE POPULATIONS						
UNIT: Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	HN	New businesses hiring ITTP students	Oct – Dec 2014			1
	Ninh Binh	NVDA & VOS training	2 – 5 Dec 2014			7
		Schools, centers, DOET participate in the ICT pilot workshop	30 Oct 2014			16
	Quang Binh	Video training for impaired hearing students	10 – 12 Dec 2014			3
		Training on TTS & NVDA software for the disabled	9 – 12 Dec 2014			8
		Distant learning model training	5 - 9 Nov 2014			13
	HCM	Video training for impaired hearing students	4 – 6 Dec 2014			9
		Training on TTS & NVDA software for the disabled	7 – 10 Dec 2014			6
	HN	Training on TTS & NVDA software for the disabled	2 – 5 Dec 2014			11
		Training on TTS & NVDA software for the disabled	16 – 19 Dec 2014			25
		Distant learning model training	29 Oct – 2 Nov 2014			6
	LD	Distant learning model training	27 - 29 Dec 2014			4
	LD	Distant learning model training	27 - 29 Dec 2014			4
Total						109
Results:						
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline	FY2013 Achieved	FY 2014 Achieved	Reporting Period Q1/2015	FY 2015 Target	End of Project Target
		Achieved	Achieved	Achieved	Target	Target
	0	33	40	109	30	103

These 109 institutions, schools or DOET received training from the project during this period. It excludes the four key long term partners of the project i.e. MOET, VLU, ESTIH and UDA who frequently receive technical support from the project. In this quarter alone, CRS exceeded the FY 2015 targets as well as those for the life of the project.

4.

INDICATOR TITLE: NUMBER OF ITTP STUDENTS WHO HAVE RECEIVED GBV AWARENESS TRAINING										
UNIT: Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)									
	Geographic Location		Event		Date		W	M	Sub-total	
	Hanoi		DH02KT		June 2014		8	13	21	
	HCM		GD37		Oct 2014		13	9	22	
			GD38		Oct 2014		9	12	21	
	Da Nang		Advanced course by Pixel		Dec 2014				18	
Total									82	
	Results:									
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		FY2013 Achieved		FY 2014 Achieved		FY 2015 Target		End of Project Target	
			Achieved		Achieved		Target		Target	
	W	M	W	M	W	M	W	M	W	M
Gender: Women (W), Men (M)	0	0	37	76	64	103	37	56	138	235

6.

INDICATOR TITLE:PERCENTAGE OF ITTP GRADUATES HAVE JOBS OR PAID INTERNSHIPS 12 MONTHS AFTER GRADUATION										
DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)										
Geographic Location	Event		Date		W	M	Sub-total			
			Oct – Dec 2014				63.16%			
Total							63.16%			
Results:										
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		FY2013 Achieved		FY 2014 Achieved		FY 2015 Target		End of Project Target	
			Achieved		Achieved		Target		Target	
	W	M	W	M	W	M	W	M	W	M
	Gender: Women (W) Men (M)	0	0	32%		37%		60%		60%

Even though reporting on this indicator is not required this reporting period, CRS conducted an alumni survey for students after 6 months and 12 months after graduation. After a survey of 60 participants, the employment rate improved from 37% in the previous period to 63% after the current reporting period.

#### IV. MONITORING

CRS intensified the frequency of visits to ITTP programs in all three locations of Hanoi, Danang and HCMC, CRS for regular monitoring and to conduct meetings with senior management leaders to discuss the project sustainability and project completion plans.

During this reporting period, CRS and MOET conducted rigorous monitoring trips for the ICT training activity in QuangBinh, NinhBinh, HCMC and Hanoi. The Vice director of MOET secondary department visited all training classes in Hanoi, distant training classes in HCMC and Lam Dong while senior staff from MOET primary department visited all training classes in Hanoi, NinhBinh, QuangBinh and HCMC. Through the monitoring visits, the MOET leader and project staff observed students' enthusiasm using the ICT tools. The project staff listened to recommendations from students. Most of students requested Ministry to continue providing more subjects rather than IT and Vietnamese for grade 6 so they can continue their learning. CRS and MOET always encouraged students, teachers and other participants to these training classes to share their comments to ICT tools, website and e-learning materials so CRS and MOET can collect these comments and plan for upgrading or revision if necessary.

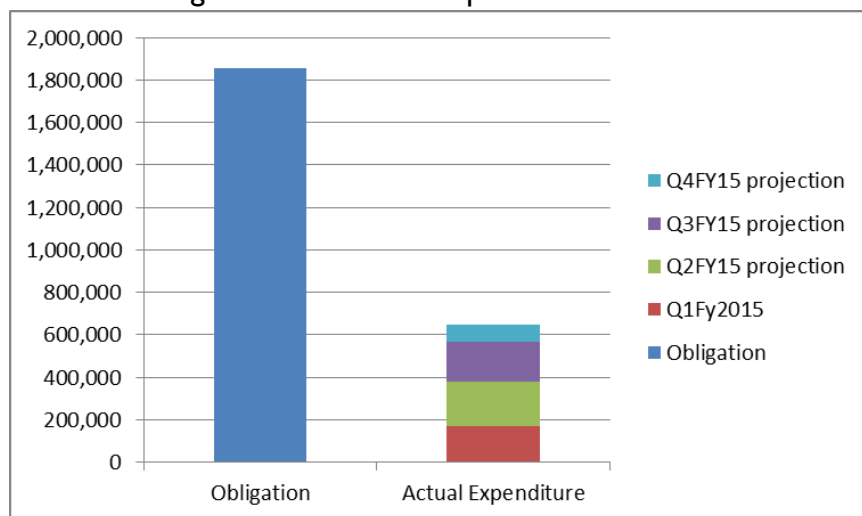
#### V. NEXT QUARTER'S WORK PLAN

Project activities	Jan	Feb	Mar
Continuation of ITTP training courses in VLU and ESTIH	x	X	X
Continuation of VBPO professional training service and on basic Japanese to 11 people with disabilities and their employment in Danang	X	X	X
Recruitment of 3 month training course for online in VLU with KTH41 and KTH42	X	X	X
Technical and soft skill training for ITTP students with VBPO in Danang, ESTIH and HCM	x		
Exposure visit to business for students from VLU and ESTIH	x		X
Internship and job placement for ITTP graduates for students from VLU, ESTIH			X
Participation of ITTP students through job fairs for Persons with disabilities and general job fairs for students in ESTIH, VLU		x	x
ITTP internal review by ITTP partners and CRS			x
Finalization of sustainability and transition strategies with ITTP schools	x		x
01 training class on ICT application for high school students in TTS and NVDA in Hanoi	x		
01 training class on using video lectures for teachers, parents and students from Hanoi and NinhBinh	x		
07 training classes in expanded provinces of HaiDuong, ThaiNguyen, QuangNam, QuangTri and DongThap	x	x	
Weekly and monthly online support for students by professional groups (IT teachers, subject teachers, special educators) in distant learning	x	x	x
Monthly online support for students by IT experts and CRS in TTS and NVDA	x	x	x

Provide and supporting computers and equipment necessary;	x	x	
Install software at schools and make it is suited and high quality (ICT application in TTS and NVDA, video lectures) in expanded locations	x		
Collecting feedback from students, teachers and others in ICT pilot	x	x	x
CRS and MOET monitoring in ICT pilot locations (through training and pilot)	x	x	X
Completion of uploading of materials on the online library	x	x	

## VI. FINANCIAL INFORMATION (Unofficial and Un-reconciled)

Chart 1: Obligations & Current Expenditures



*(Notes: this is unconsolidated expenditure report)*

**Table 2: Budget Details**

Obligation	Q1FY2015	Q2FY15 projection	Q3FY15 projection	Q4FY15 projection	Total FY15
<b>1,857,478</b>	<b>172,037</b>	<b>205,540</b>	<b>187,543</b>	<b>80,376</b>	<b>645,496</b>
					0
<b>IVWD program activities</b>	<b>155,322</b>	<b>190,315</b>	<b>173,651</b>	<b>76,475</b>	<b>595,763</b>
<b>Indirect cost</b>	<b>16,715</b>	<b>15,225</b>	<b>13,892</b>	<b>3,900</b>	<b>49,732</b>

**Table 3: Unofficial and unconsolidated quarterly expenditure grouped by major line-items**

Description	Q1 FY2015	Q2 FY2015	Q3 FY2015	Q4 FY2015	Total
	Actual Expenditures	Actual Expenditures	Budget Expenditures	Budget Expenditures	
	Oct-Dec. 2014	Jan-Mar. 15	Apr-Jun15	Jul-Sep.15	
a. Personnel	25,090				25,089.59
b. Fringe Benefits	5,168				5,168.49
c. Travel	3,612				3,612.47
d. Equipment	-				-
e. Supplies	1,564				1,564.31
f. Contractual	22,475				22,475.19
g. Construction	-				-
h. Other	90,694				90,694.47
i. Total Direct Charges	-				-
j. Indirect Charges	16,715				16,714.78
k. TOTALS (sum of 6i and 6j)	165,319				165,319.30
Advance to Vendors					6,717.29
Total					<b>172,036.59</b>

## VII. CONSTRAINTS AND CRITICAL ISSUES

No significant constraints were experienced during this reporting period. There is a slight challenge relating to ITTP transition plan finalization with VLU due to the requirement of transformation of Community University into the Private University i.e. potential changes in human resource in VLU possibly lead to some pending decision on the ITTP model sustainability. CRS already met with high level management leader from VLU to discuss all possibilities and will follow up for the transition plan after March 2015.

## **VIII. ENVIRONMENTAL COMPLIANCE**

During this USAID funded project carried out by CRS from October 1<sup>st</sup>, 2014 to December 30<sup>th</sup> 2014; a number of activities were conducted, including the opening of the new training classes, organization of exposure visit to businesses, upgrading of text to speech software and development of e-learning materials to support Persons with disabilities with no detrimental effect on the environment.

### Success Stories/Lessons Learned Template

**Instructions:** Provide the information requested below. Remember to complete the Operating Unit Standardized Program Structure selections in order that your program element selections are pre-populated in the FACTS drop-down menu. “\*” indicates required fields.

\* **Program Element:** IT Training for Persons with disabilities

\***Key Issues:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Operating Unit:** USAID/Vietnam

**Please provide the following data:**

\* **Headline (Maximum 300 characters):** A good headline or title is simple, jargon free, and has impact; it summarizes the story in a nutshell; include action verbs that bring the story to life.

The right catalyst to develop the career

\* **Body Copy (maximum 5,000 characters):**

Nguyen Ngoc Ch, ITTP5 alumni, struggled to find a job after graduation in part due to employers’ perception of the disabled. Chau joined in the refresher training CRS facilitated with ESTIH.

As an ITTP5 graduate, Ch. nurtured a passion for graphic design and business. Ch. studied and practiced the course work outside of class time in order to improve her proficiency in the software/add-ons in the design of signboards, greeting cards, logos, etc. Ch. strengthened her life skills as well professional skills, such as website design, graphic design, and office software. Ch. believes “the more skills you acquire, the more chance and better life you will enjoy. The graphics and web use are, among the others, two skills which are important, needing our effort and practice to develop.”

Like many other students, Chau would like a computer set for her studying and later her work. In addition, she is also working with other disabled friends on a business project (in art flower design) to create job for herself and other disabled people.

\* **Headline (Maximum 300 characters):**



## Tailoring to IT

### \* **Body Copy (maximum 5,000 characters):**

Born and grown up into a poor family in Pho Thuan commune, Duc Pho district, Quang Ngai province, Nguyen Thi H had to leave home to come and live in Ho Chi Minh city, together her older sister. H and her sister supported each other in the daily life. H has a mobile defect (left arm paralyzed) while her sister is both deaf and illiterate. H had the opportunity to learn tailoring vocational training and sponsor center.

H's friend, a former ITTP student, referred her to the graphic design course (GD39) co-organized by Van Lang University and CRS. With the interest in graphic design, she attended the entrance exam (tests) and passed it.

H said, "I want to follow my dream and to try in a new profession, not tailoring which I do not like. I want to practice more and study hard to be able to earn money to support my older sister".

"Living in the big cities, you have to be proactive and work hard to be able to exist and develop the career," H said. She is working toward an internship facilitated by Van Lang University and CRS to make her dream come true.

### \* **Pullout Quote (Optional, 1,000 characters):** Please provide a quote that represents and summarizes the story.

\* **Background Information (3,000 characters):** Please provide whether this story is about a presidential initiative, Key Issue(s), where it occurred (city or region of country) and under what item(s) (Objectives, Program Areas, Program Elements) in the foreign assistance Standardized Program Structure. Include as many as appropriate. See Annex VIII of the Performance Plan and Report Guidance for a listing of Key Issues. See the list and definitions for the Standardized Program Structure.  
[http://f.state.sbu/PPMDocs/SPSD\\_4.8.2010\\_full.pdf](http://f.state.sbu/PPMDocs/SPSD_4.8.2010_full.pdf).

\* **Contact Information (300 characters):** Please list the name of the person submitting along with their contact information (email and phone number).

